



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## READING IN THE RACINE HIGH SCHOOL

THE college requirements in English make the reading of standard English and American authors an addition to the courses of study of most secondary schools. Much of this can be done in classes, and must be done there if any adequate results are to be obtained by the pupil along the line of analysis of plots, characters, incidents and so forth. These requirements, however, even if well done, do not add heavily to the work of the pupil, and are deficient in not giving enough of such reading. Undoubtedly the framers of these requirements had in mind the amplifying of this work by home reading. At least, that is the interpretation of the matter taken by the Racine High School, and, in consequence, this school has a scheme of required home reading to supplement the above college requirements.

But we were met by the fact that pupils were doing this reading in a valueless way, that is, many knew but little about a book a week or so after they had reached the *finis*. It was impossible for the teachers to question the pupils concerning the matters they should remember, and so a plan was devised to have each pupil report, after having read a book, according to the following blank :

### RACINE HIGH SCHOOL

Date. .... Your name. ....  
Book read. .... Author. ....  
When read ? . .... How many times ? . ....  
..... is my favorite character because he is. ....  
.....  
.....  
I most dislike the character of .....because he is  
.....

.....

The book teaches. ....

.....

I..... like the book because.....

.....

The description I like best is.....

.....

Why?.....

.....

Quote any passage you have memorized.....

.....

.....

The author has also written.....

.....

I have now read the following books of those required for the.....class :

.....

.....

Any additional remarks may be put on the back of this sheet.

We realize fully the many objections that may be raised both as to the form given and the character of the results likely to be reached. But we hope that by the time a pupil has read twenty books, even in this way, he will have acquired something of a reading habit.

A. J. VOLLAND